



Holy Trinity
Church of England
Primary School

Religious Education Policy

Implemented March 2022

Review Cycle: Annual

Approved by Full Governing Body: March 2022

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Our School Vision

Living and learning together as part of the family of God; we seek to inspire every person to be deeply rooted in the values of the Christian faith and to experience being connected in a loving community – to grow, flourish and bear much fruit.



Inspired by John, Chapter 15:5

“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.”

At Holy Trinity Church of England Primary School we believe that by living together as part of the family of God, using the teachings of Jesus Christ we can be deeply rooted in the values of the Christian faith. By living out these values, chosen by our community, this enables us to flourish and more able to reach out to those around us. Each and every person is then able to grow spiritually, morally, socially, culturally, physically and academically. The fruits of our labours are seen in our actions and by what we are able to produce and live out as part of the family of Holy Trinity.

This is how we approach the teaching of RE. We use skilled bases of knowledge – such as teachers, faith leaders and other children who let their deeply rooted knowledge permeate every child who then develop the skills and flourish and bear fruit themselves. This is how Holy Trinity grows theologically literate and spiritual learners through remaining in Jesus’ teachings in the Bible. When our children flourish, they take their fruits into the local community, connecting us all together to give everyone linked to our school an outstanding spiritual, academic and practical education.

In support of Religious Education and crucially, to ensure that the values remain a fundamental and firmly embedded aspect of daily life at Holy Trinity, all staff and stakeholders in our community are aware that whether they are of Christian faith, another faith or no faith that we have a responsibility to uphold and promote our Christian vision and values. For all staff, this expectation is introduced from the time of pre-appointment interview and forms an important part of induction.

Values

Holy Trinity has seven core values: Compassion, Forgiveness, Friendship, Koinonia, Perseverance, Thankfulness and Wisdom. These are embedded throughout our school and children are praised and rewarded for living these values in their daily lives. Resources for children to understand and apply these values are sent home with our newsletter as well as being focused on in our worship.

The Purpose of Study

At Holy Trinity we aim to achieve high quality RE outcomes for all pupils. RE enables children to become religiously literate so that they are able to hold balanced and well-informed conversations about religion and world views.

The aims and objectives for religious education are for children to:

- ✚ know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- ✚ gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- ✚ engage with challenging questions of meaning and purpose raised by human existence and experience.
- ✚ recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- ✚ explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum

RE is not a National Curriculum subject but must be taught to all pupils as part of the basic curriculum. All parents/carers have the right to withdraw their child from all or any part of RE.

Our curriculum at Holy Trinity is driven by our school vision and aims to engage and challenge children through exploration of core concepts and questions.

As a Voluntary Aided Church of England school, the emphasis for RE is placed within the Trust Deed requirements, as an expression of the values and principles on which the school stands, ie. the Anglican faith. It is recognized, however, that the school community includes families of other faiths, and that this is part of our children's wider experience. Therefore, the practices and beliefs of other faiths are taught alongside Christianity.

EYFS	Children will learn about Christianity.
Key Stage 1	Christianity is studied alongside two other world faiths. Our focus is on Judaism and Islam.
Key Stage 2	Christianity is studied with a focus on Judaism and Hinduism in Lower Key Stage 2 and a focus on Sikhism and Buddhism in Upper Key Stage 2.

Teaching and Learning

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

At Holy Trinity, RE lessons must be planned in a sequential way, taking note of prior learning and knowledge the children bring to the classroom. The RE curriculum must be balanced, giving children exposure to the study of theology, philosophy and human/social science. (Believing, thinking, living.)

Teachers must be aware of what knowledge the children are expected to know by the end of a unit of learning. Teachers must also be aware of end of unit expectations at the beginning of the planning stage so that accurate assessments can be made.

RE must be taught through an enquiry-based approach; the big question must be shared with the children at the beginning of the unit and referred to in each lesson. Each lesson must be driven by a mini question which links to the big question being explored.

Core concepts in Christianity must be shared with the children and referred to throughout the unit of learning, enabling children to gain greater insight into what these concepts mean. Religious vocabulary must be shared, explained, taught and developed throughout a unit of learning. Opportunities for children to engage in Biblical text analysis must be made available. A range of high-quality questions must be asked by the teachers across the unit of learning and within a lesson and a wide range of activities must be included in the unit of learning, giving children the opportunity to express themselves in a variety of ways and show what they know and understand.

Feedback

Teacher feedback (next step marking) must relate to RE knowledge, understanding and skills and not English based objectives.

Teacher feedback must also lead children to deepening their knowledge and understanding in RE. One way of doing this effectively, is to give children a question to consider and adequate time to respond.

Attitudes

These are implied in the whole organisation and ethos of the school. However, specific RE has a particular role to play. Many attitudes we want the children to develop are exemplified in the life and teaching of Jesus. These need to be related to the children's own experience so that they can develop a much more "internal" understanding of themselves.

- a. Attitude to self: the uniqueness and equal value of every person before God and His love for each one of us.

- b. Attitudes to others: an appreciation and acceptance of others, sensitivity to their needs, respect for their views.
- c. Attitude to the physical world: respect and care for the environment as God's creation. Wonder and awe: God's gifts, God's purpose for us, a reverence for life.
- d. Attitude to learning: a curiosity to know more, to understand better, a determination to realise potential. A growing responsibility for our work, a sense of satisfaction and achievement.

Time Allocation

The time allocation for RE is as follows:

EYFS - 1 hour per week

KS1 - 1 hour per week

KS2 - 1 hour 30 minutes per week

The time allocation for Collective Worship is separate from that allocated to RE.

Planning

Planning in RE is currently supported by the LDBS and Understanding Christianity syllabus. Our scheme of work ensures that our aims are met at each Key Stage. Recurring themes and concepts have been carefully defined to show progression through the age groups. Termly planning is provided by every class teacher, and the RE Subject Leader is available to provide support with this.

Cross-Curricular Links

Cross-curricular links will be identified between RE and other subjects and will be specifically mentioned activities in planning. Cross-curricular skills (communication, study skills, problem solving, computing) will also be included. Christianity underlies our school values and work in PSHE.

Role of the Governor

Issues regarding RE are reported to governors during formal and informal visits.

The Governing Body supports all aspects of RE through appropriate visits to rigorously strengthen and encourage our distinctive Christian ethos. They uphold our vision and values which underpin every action and decision taken by the Governing Body.

Pupils are given the opportunity to comment on relevant issues through the school council and by informing their RE Ambassadors. The current link governor for RE is our Vice Chair – Revd. Ann Lynes.

This policy is available to parents/carers for comment on the School Website.

Equal opportunities

All children will be given access to the RE curriculum regardless of gender, ability, ethnic origin and social circumstances and be given opportunities to make the greatest possible progress.

Special Educational Needs and Disabilities

The school will ensure that children with special educational needs and disabilities (SEND) have full access to the RE curriculum at their own level of achievement and that more able pupils will be challenged and extended in their thinking.

Health and Safety

We aim to provide a safe working environment for the children at all times. Out of school visits (ie. to the churches) will be organised in line with the school's visits policy.

Assessment

Through formative assessment, teachers continuously assess all children's achievements. Written tasks are carried out at the end of each unit, which allows effective tracking of all pupils across the school.

Verbal and written tasks are levelled according to the objectives set by the LDBS assessment system which we have converted into our own pupil tracking system to allow effective tracking of all pupils across the school.

The Role of the RE Co-ordinator

It is the responsibility of the RE co-ordinator to ensure that adequate resources are available for the successful implementation of the scheme of work for RE in the school.

In each classroom there will be an area of religious significance. Pupils will be encouraged to pause for thought and reflection.

The RE co-ordinator will monitor and review progress through:

- ❖ Lesson observations
- ❖ Work scrutiny
- ❖ Pupil interviews

An action plan to support progress will be included in the School Development Plan. This policy will be reviewed as required or annually by the co-ordinator. It is subject to review in accordance with school development planning.